



Subject: English

Student's name: _____.

Grade: 6\ Section: _____.

Date: ____\6\2025.

Term 3 Grade 6

Training form for the final exam

Outcome: Read and identify familiar words and set phrases in short, simple texts on familiar topics.

Part 1 : (Reading skill): Read the following texts and answer the questions:

How to Look After Your Pet

Having a pet is a big responsibility, but it can also be very rewarding. To keep your pet happy and healthy, you need to take good care of it every day. First, make sure your pet has fresh water and nutritious food. Different pets need different kinds of food, so learn what is best for yours.

Next, give your pet plenty of exercise. Dogs, for example, love to go for walks, while cats enjoy playing with toys. Exercise helps your pet stay fit and prevents boredom.

Your pet also needs regular visits to the vet. This helps keep them healthy and prevents illness. Don't forget to give your pet lots of love and attention. Spending time with your pet strengthens your bond and makes them feel safe.

Finally, keep your pet's living area clean. This means cleaning their cage, bed, or litter box regularly. A clean environment helps prevent sickness and keeps your pet comfortable.

By following these simple steps, you can make sure your pet lives a happy, healthy life.

1. Why is it important to give your pet fresh water and nutritious food?

- a) To keep your pet healthy and strong
- b) your pet can sleep more
- c) To make your pet run faster
- d) To help your pet learn tricks

2. How can exercise help your pet?

- a) It helps your pet stay fit
- b) It helps your pet be faster
- c) It makes your pet hungry all the time
- d) It helps your pet fly

3. What is one reason to visit the vet regularly?

- a) To keep your pet sleepy
- b) To prevent illness
- c) To teach your pet new tricks
- d) To buy pet toys



4. **Why should you spend time with your pet?**
 - a) It makes your pet feel safe
 - b) It helps your pet eat more
 - c) It teaches your pet how to clean
5. **What does keep your pet's living area clean do?**
 - a) Makes your pet eat more
 - b) Keeps your pet comfortable
 - c) Makes your pet run faster
 - d) Makes your pet sleep less

Outcome: Read and identify familiar words and set phrases in short, simple texts on familiar topics.

Part 1 : (Reading skill): Read the following texts and answer the questions:

How to Take Care of Plants

Taking care of plants is a wonderful way to bring nature into your home and learn about living things. To help your plants grow well, make sure they have enough sunlight and water. Different plants need different amounts of light and water, so it's important to learn what your specific plant needs. You should also use good soil and sometimes add fertilizer to provide nutrients. Just like pets, plants need a clean environment, so remove dead leaves and keep the area around the plant tidy. Taking care of plants teaches patience and responsibility, and watching them grow can be very rewarding!

1. **Why is it important to give your plants enough sunlight and water?**
 - a) To help them grow well
 - b) To make them change color every day
 - c) So they can grow very fast overnight
 - d) To help them sing
2. **What else can you add to the soil to help plants grow?**
 - a) Fertilizer
 - b) Sugar
 - c) Oil
 - d) Paint
3. **Why should you remove dead leaves from your plants?**
 - a) To keep the plant's environment clean
 - b) To make the plant taller
 - c) To help the plant move
 - d) To make the plant sleep



4. **What does taking care of plants teach you?**
 - a) Patience and responsibility
 - b) How to run faster
 - c) How to build a house
 - d) How to cook food
5. **Why is keeping the area around the plant tidy important?**
 - a) It helps keep the plant healthy
 - b) It makes the plant grow wings
 - c) It makes the plant talk
 - d) It helps the plant fly

Outcome: Identify specific ideas or pieces of information in short, simple text :

Part 1 : (Reading skill): Read and answer the questions :

Where Animals Live

Animals live in many different habitats around the world. A habitat is the natural place where an animal lives and finds food, water, and shelter. Some animals live in forests where there are lots of trees and plants. Others live in deserts, which are dry and very hot during the day. Animals like fish live in water habitats such as rivers, lakes, and oceans. Each habitat gives animals what they need to survive, but they all need clean, safe places just like pets need clean living areas.

Just like taking care of pets by giving them food, water, and exercise, animals in the wild depend on their habitats to meet their needs. Forest animals find food among trees and plants, desert animals are adapted to survive with little water, and water animals use their habitats to swim and find food. If animals lose their habitats, it becomes hard for them to live and grow.

By learning about different habitats, we can understand how important it is to protect nature and help animals live happy, healthy lives—just like how we care for our pets and plants every day.

1. **What is a habitat?**
 - a) The natural place where an animal lives
 - b) A type of food for animals
 - c) A place where pets sleep
 - d) A toy for animals
2. **Which habitat is dry and very hot during the day?**
 - a) Desert
 - b) Forest
 - c) Ocean
 - d) River



3. Why do animals need their habitats?

- a) To find food, water, and shelter
- b) To learn tricks
- c) To play games
- d) To watch TV

4. What happens if animals lose their habitats?

- a) It becomes hard for them to live and grow
- b) They become pets automatically
- c) They start to fly
- d) They stop eating

5. How is taking care of animals in the wild similar to taking care of pets?

- a) Both need food, water, and a clean, safe place to live
- b) Both need to go to the vet every day
- c) Both like to watch TV
- d) Both need to exercise by going to school

A Famous Scientist

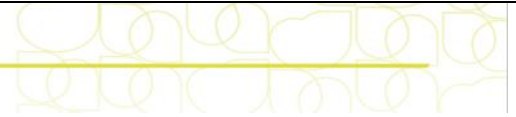
Albert Einstein was a famous scientist who changed the way we understand space, time, and gravity with his theory of relativity. Have you ever wondered how time can move differently for people moving at different speeds? Einstein's ideas showed that this is true, which was a brand-new way of thinking about the world. His discoveries helped create important technologies like GPS, which we use every day to find places on maps. Can you imagine how life would be without these tools? Einstein's curiosity and creativity teach us that asking questions like "What if?" and "Why does this happen?" can lead to amazing discoveries. What questions do you have about the universe? How can thinking differently help us solve big problems? These are the kinds of questions Einstein loved to explore, inspiring scientists everywhere to keep learning and discovering new things.

1. Who was Albert Einstein?

- a) A famous artist
- b) A famous scientist known for the theory of relativity
- c) A famous writer

2. What did Einstein's theory of relativity change?

- a) How we understand space, time, and gravity
- b) How we cook food
- c) How we play sports



3. **According to Einstein's theory, how does time behave?**
 - a) It moves the same for everyone, always
 - b) It moves differently depending on how fast someone is moving
 - c) It stops completely
 4. **Which everyday technology was influenced by Einstein's discoveries?**
 - a) Television
 - b) GPS
 - c) Refrigerator
 5. **What lesson about curiosity can we learn from Einstein?**
 - a) Curiosity is not important for learning
 - b) Asking questions can lead to amazing discoveries
 - c) Only scientists should ask questions
 6. **What kinds of questions did Einstein like to ask?**
 - a) "What if?" and "Why does this happen?"
 - b) "When is lunch?" and "What is my favorite color?"
 - c) "How to play video games?"
 7. **How can thinking differently help us?**
 - a) It can help us solve big problems and make discoveries
 - b) It makes things more confusing
 - c) It doesn't change anything
 8. **What is one question you might ask about the universe?**
 - a) How do stars shine?
 - b) What is my favorite food?
 - c) What time is it?
-

Vocabulary

Core Lexis

Animals	Science	People
forest	scientist	uncle
rabbit	change	aunt
to look after	dark	interested
tail	see	modern
brush	plant	beautiful
leaves		
cat		



Word Bank:

forest – scientist – uncle – rabbit – change – aunt – to look after – dark – interested

- My _____ always brings back fascinating stories from the lab where he works as a _____.
- As the sky turned _____, we spotted a tiny _____ hiding under a bush.
- During our trip to the _____, my _____ showed me how animals live in the wild.
- I'm really _____ in learning how animals _____ their behaviour in different seasons.
- It's important _____ your pet properly so it stays healthy and happy.

Grammar:

Topic(s): Animals, science, people.			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Modals: present	'can' to refer to ability in the present (29)	'must' to express obligation and necessity in the present and near future (37) 'have to' to express obligation and necessity in the present and near future (37)	Describing places Expressing opinion Describing past experiences and events
Past time: past simple	basic statements with subject + verb + object (24)	affirmative statements using common regular past simple forms (30)	
Clauses and phrases: imperatives	subject pronouns with 'be' in the simple present (24)	verbs in the imperative (27)	



Part 2 : (Maze Assessment Practice): Read the following texts and choose the correct answer:
ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics.

- Use *must* + verb (infinitive without *to*) to talk about rules and obligations.
- *must* / *mustn't* is the same for all persons.
- Use *mustn't* + verb (infinitive without *to*) to say something is prohibited.

- Use *have to* + verb (infinitive) to talk about rules and obligations.
- Use *don't have to* + verb (infinitive) to say that there is no obligation, or that something is not necessary.
- Use *do* / *does* to make questions and negatives. *Do I have to go?*
NOT *Have I to go?*
- Don't contract *have* or *has*. *I have to go.* **NOT** *I've to go.*

Every day, I 1. **(have to / has to / don't have to)** wake up early for school. My sister, Emma, 2. **(have to / has to / don't have to)** get ready too, but she wakes up later than me. We both 3. **(have to / has to / don't have to)** finish our homework before dinner, or our parents don't let us play outside. Sometimes, we 4. **(have to / has to / don't have to)** do extra chores if we finish everything on time. Our teacher says we 5. **(have to / has to / don't have to)** bring our books and pencils every day. Emma 6. **(have to / has to / don't have to)** practice the piano after school, but I 7. **(have to / has to / don't have to)** because I play soccer instead. Even though we have different tasks, we both 8. **(have to / has to / don't have to)** work hard and help each other whenever we can.

- Use *should* / *shouldn't* + verb (infinitive without *to*) to give somebody advice or say what you think is the right thing to do.
- *should* / *shouldn't* is the same for all persons.
- We often use *I think you should...* or *I don't think you should...*
NOT *I think you shouldn't...*



Every student 1. **(should / must)** be kind to others at school. You 2. **(should / mustn't)** shout in the classroom because it disturbs everyone. We 3. **(should / must)** do our homework on time to understand the lessons better. You 4. **(must / shouldn't)** forget to bring your books and supplies every day. During science experiments, students 5. **(must / should)** wear safety goggles to protect their eyes. You 6. **(mustn't / shouldn't)** run in the hallways because it is dangerous. If you feel sick, you 7. **(should / must)** tell a teacher right away. Everyone 8. **(should / mustn't)** respect school rules to keep the school safe and happy.

5A comparatives

- 1 My brother's **older than** me.
It's **more dangerous** to cycle **than** to drive.
- 2 People walk **more quickly than** in the past.
- 3 I'm **less relaxed** this year **than** I was last year.
- 4 The service in this restaurant isn't **as good as** it was.
She doesn't drive **as fast as** her brother.

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- To compare two people, places, things or actions use:
 - 1 comparative adjectives.
 - 2 comparative adverbs (for actions).
 - 3 *less* + adjective or adverb.
 - 4 *(not) as* + adjective / adverb + *as*.

comparative adjectives: regular

adjective	comparative	
short	shorter	one syllable: add -er
big	bigger	one vowel + one consonant: double final consonant
busy	busier	consonant + y: y+-ier
relaxed	more relaxed	two or more syllables: <i>more</i> + adjective

comparative adjectives: irregular

adjective	comparative
good	better
bad	worse
far	further

comparative adverbs: regular

quickly	more quickly
slowly	more slowly

irregular

hard	harder
well	better
badly	worse



Comparatives with pronouns

After comparative + *than* or *as...as* we use an object pronoun (*me, her, etc.*) or a subject pronoun + auxiliary verb, e.g.

My brother's taller than me. My brother's taller than I am.
He's not as intelligent as her. He's not as intelligent as she is.



Last weekend, I visited two cities. City A is _____ 1. **(bigger / biggest)** than City B, but City B has the _____ 2. **(more beautiful / most beautiful)** parks. The weather in City A was _____ 3. **(colder / coldest)** than I expected, but City B was the _____ 4. **(hottest / hotter)** place I have ever been. My hotel in City A was _____ 5. **(cleaner / cleanest)** than the one in City B. During the trip, I met people who were _____ 6. **(friendlier / friendliest)** in City B than in City A. Overall, City B is the _____ 7. **(better / best)** city for tourists because it has the _____ 8. **(most interesting / more interesting)** museums and restaurants.

5A can / can't



- 1 I **can** sing, but I **can't** dance.
- 2 I **can** come on Tuesday, but I **can't** come on Wednesday.
- 3 You **can** park here. You **can't** park there.
- 4 Can you help me? Can I open the window?

2 58))

- can + infinitive has different meanings:

- 1 I **can** = I know how to.
I **can't** = I don't know how to.
- 2 I **can** = It's possible for me.
I **can't** = It's impossible for me.
- 3 You **can** = It's OK / It's permitted.
You **can't** = It's not OK / It's not permitted.
- 4 Can you ...? = Please do it.
Can I ...? = Is it OK if I do it?

+			-		
I / You / He / She / It / We / They	can	swim. come. help.	I / You / He / She / It / We / They	can't	swim. come. help.

?			✓			✗		
Can	I / you / he / she / it / we / they	swim? come? help?	Yes,	I / you / he / she / it / we / they	can.	No,	I / you / he / she / it / we / they	can't.

- can and can't are the same for all persons (I, you, he, etc.). NOT He ~~can's~~.
- Contraction: can't = cannot.
- Don't use to after can.
I can swim. NOT I ~~can to~~ swim.

In our city ,everyone1. **(can / can't)** learn new skills. I 2. **(can / can' t)** swim very well because I practice every week. My friend Mia 3. **(can / can't)** play the guitar and often performs at events. We 4. **(can / can't)** join different clubs like painting, dancing, or sports. Sometimes, people 5. **(can / can't)** borrow books from the center's library. Our teacher 6. **(can / can't)** help us with homework if we have questions. Even if you 7. **(can / can't)** speak another language yet, you can try to learn one here. Everyone 8. **(can / can't)** improve by practicing and never giving up!



2A past simple: regular and irregular verbs

	regular	irregular (1 36))
+	I stayed with friends.	We went to Brazil on holiday.
-	I didn't stay in a hotel.	We didn't go to São Paolo.
?	Did you stay for the weekend?	Did you go to Rio?
✓/✗	Yes, I did .	No, we didn't .
Wh?	Where did you stay ?	Why did you go there?

- Use the past simple to talk about finished actions in the past.
- The form of the past simple is the same for all persons.
- To make the past simple ☐ of regular verbs add *-ed*. See the spelling rules in the chart.

- Use the infinitive after *didn't* for negatives and *Did...?* for questions.
- Use **ASI** and **QUASI** to remember word order in questions.

spelling rules for regular verbs		
infinitive	past	spelling
work stay	worked stayed	add <i>-ed</i>
like	liked	add <i>-d</i> if verb finishes in <i>e</i>
study	studied	<i>y > ied</i> after a consonant
stop	stopped	if verb finishes in consonant-vowel- consonant, double the final consonant

Yesterday, we **1. (visit / visited / visiting)** the zoo. I **2. (watch / watched / watches)** the lions roar loudly. The zookeeper **3. (clean/ clane / cleaned)** the animal cages. My sister **4. (feed / fed)** the monkeys fresh bananas. My friends **5. (walkied / walk / walked)** around the bird sanctuary. They **6. (admire / admired)** the colorful parrots. My friends **7. (enjoy / enjoyed)** the elephant show. The kids **8. (play / played)** near the petting zoo. We **9. (learn / learned)** about different animal habitats. I **10. (paint / painted)** a picture of a tiger. She **11. (carry / carried)** a map of the zoo. The family **12. (buy / bought / brought)** souvenirs at the gift shop. We **13. (stop / stopped)** to rest on the benches. He **14. (help / helped)** feed the baby goats. The tourists **15. (follow / followed)** the guide carefully. I **16. (listen / listened)** to the facts about reptiles. She **17. (clean / cleaned)** up after the picnic lunch. We **18. (watch / watched)** the seals swim in the pool. The visitors **19. (clap / clapped)** for the trained dolphins. I **20. (take / took/ taken)** many photos of the zebras. They **21. (admire / admired)** the tall giraffes eating leaves. The teacher **22. (explain / explained)** the importance of wildlife. We **23. (studied /study / studied)** the signs near each animal exhibit. He **24. (borrow / borrowed)** binoculars to see far away. She **25. (paint / painted)** her face with animal designs.



1 Use imperatives to give orders or instructions.

- **[+]** imperatives = verb (infinitive). **[-]** imperatives = *don't* + verb (infinitive).
- Add *please* to be polite: *Open the door, please.*
- We often use *be* + adjective in imperatives: *Be quiet, Be careful,* etc.
- Don't use a pronoun with imperatives: *Be quiet.*

1B present tense verb *be* ☐ and ☐



I'm not American. **1 23)))**
She **isn't** from London.
They **aren't** Spanish.
Are you Polish? Yes, I **am**.
Is she Russian? No, she **isn't**.

1 23)))



☐ = question form

Am I

Are you

Is he / she / it

Are we

Are you

Are they

German?

Russian?

Polish?

☒ = positive short answer

Yes,

I am.

you are.

he / she / it is.

we are.

you are.

they are.

☒ = negative short answer

No,

I'm not.

you aren't.

he / she / it isn't.

we aren't.

you aren't.

they aren't.

☐ = negative form

Full form

I am not

You are not

He / She / It is not

We are not

You are not

They are not

Contraction

I'm not

You aren't

He / She / It isn't

We aren't

You aren't

They aren't

Italian.
Spanish.
British.

- Put *not* after the verb *be* to make negatives.
- You can also contract *are not* and *is not* like this:
You're not Italian. She's not Spanish.

- In questions, put *am, are, is, before I, you, he, etc.*
Are you German? NOT *You are German?*
Where are you from? NOT *Where you are from?*
- Don't use contractions in positive short answers.
Are you Russian? Yes, *I am.* NOT *Yes, I'm.*

Every day at the community garden, I **1. (am / is)** happy to help. You **2. (are / is)** always welcome to join us. The gardener **3. (is / are)** planting tomatoes while his wife **4. (is / am)** watering the flowers carefully. **It 5. (is / are)** important to keep the plants healthy, so we **6. (are / am)** all working together. They **7. (are / is)** picking ripe vegetables to share.

8. (Be / Is) patient with the seeds as they grow. **9. (Water / Waters)** the plants every morning. **10. (Don't / Doesn't)** forget to wear gloves. **11. (Come / Comes)** early to prepare the soil. **12. (Look / Looks)** after your tools and put them away. **13. (Listen / Listens)** to the garden leader's instructions. **14. (Use / Uses)** the compost bin for plant scraps. **15. (Pick / Picks)** only the ripe fruits. **16. (Help / Helps)** your friends if they need it. **17. (Stay / Stays)** on the paths to avoid stepping on plants. **18. (Be / Is)** kind to the insects that help pollinate. **19. (Share / Shares)** the harvest with your neighbors. **20. (Clean / Cleans)** your area before you leave.



Task	Outcomes assessed	Task description
Process writing	<p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p>	<p>Students are given an essay topic related to the coverage topics. They produce a plan before writing the essay.</p> <p>Potential for peer review and further drafts produced based on teacher / peer comments.</p> <p>Potential to reinforce learning of language structures or vocabulary by requiring their inclusion in the essay.</p>
Project presentation	<p>ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.006 Read and understand some details in short texts on familiar and concrete topics.</p> <p>LL3.R.M.2 Identify the main idea of a section of simple and some complex, extended text when explicitly stated.</p> <p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p> <p>ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.</p>	<p>Students are given a topic that aligns with the coverage topics. They research and write a presentation on the topic, either individually, in pairs or as a group. They present to the class.</p> <p>Potential to reinforce learning of language structures or vocabulary by requiring their inclusion in the presentation.</p> <p>Potential to assess speaking and listening outcomes if a question and answer session forms part of the presentation to the class.</p> <p>Potential for peer assessment.</p>

Outcome: ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.

ENG.03.4.3.XX.010 Use basic language structures in writing. ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.

Part 1: (Giving your opinion) Read the questions and give your own opinion about the following topics:

1. Why do you think sport is important in our daily lives?

2. Do you agree or disagree that technology has made communication better? Why?

3. What do you think you will enjoy most about your next holiday?

4. How important do you think travelling is for learning about new cultures?

5. Which animal do you think is the most fascinating, and why?



6. Do you agree or disagree that team sports are better than individual sports? Explain your opinion.

7. How has technology changed your life for the better or worse?

8. Why do you think some animals are better adapted to cold climates than others?

9. Which city do you think is better to live in, and why? Use comparatives or superlatives in your answer.

10. Do you agree or disagree that watching sports is more exciting than playing them? Give reasons



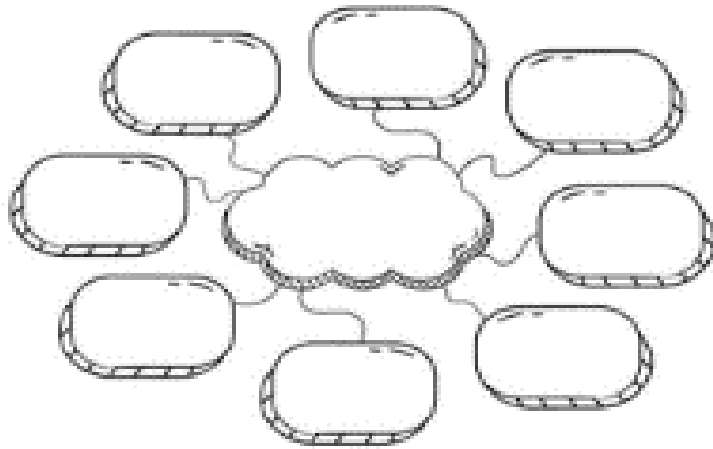
Outcome: ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.

ENG.03.4.3.XX.010 Use basic language structures in writing.

ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.

Part 2: (Planning): plan your paragraph about a special place you have been to. Answer the following questions to guide your writing

1. What is the name of the place and where is it located?
2. What sights, sounds, and smells do you remember from that place?
3. Who were you with during your visit to this place?
4. What activities did you do there?
5. What feelings did you experience during your visit?
6. Why is this place special?

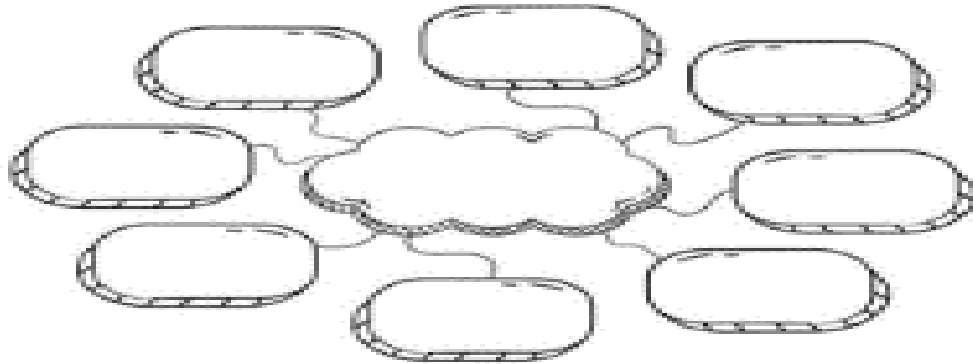


Write your essay:



Part 2: (Planning): plan your paragraph about your favorite animal. Answer the following questions to guide your writing

- Name of your Favorite animal?
- Where does it live and what does it eat?
- What does it look like? (use as many adjectives as possible)
- What does it eat and How do you look after your favorite animal (if it's a pet)?.



Write your essay:



Outcome: Write sentences using correct punctuation.\ Apply spelling rules and conventions when writing.

Write simple structured paragraph that contain a topic sentence and supporting details.

Part 4: (inference question) Read and write your answer below

Last summer

I have learned languages at school, but I have never used them. One day, I hope I can. My family is a traditional family. They like what they already know. They only take vacations to the local lake or visit nearby countries that speak our language. They like visiting bookshops, gift shops and clothes shops, where my mother buys luxury goods like silk dresses. However, my last vacation was really different. My friend asked me to help him to sail his boat across the sea to Africa. The wind was strong enough that we didn't need the engine. The sky was clearing quite quickly and the sea water felt warm and clean. Where I come from, the sky is grey and brown circles appear on the ground when it rains. My home has a lot of pollution. Suddenly, the wind died. The boat stopped. My friend said, "Let's use the boat's engine." As he was trying to start the engine, he handed me a book about it. He asked, "Have you ever studied French? Can you translate this?" French was one of my school subjects and I was excited to use it, but this book was too difficult. So, my friend couldn't fix the engine. We couldn't move. We didn't have enough drinking water and we had no food left. We were quite quickly getting hungry and thirsty. My friend used a square of the sail to catch fish. I asked, "Have you ever cooked fish?" He said he had. I remembered the water cycle and how to get water from the air. I took some plastic and very slowly began collecting drops of water. That night, my friend saw a light. It was getting closer really fast. A voice



shouted, "I'm here to help you!" "Did you understand anything he said?" asked my friend. I understood everything. He was speaking English, my second language! I have never been happier than when I heard that man speak.

Why is the writer happy at the end of the story?

.....

Why is your answer to the inference question the best answer?

.....

Use the information in the text above to support your answer.

.....

Outcome: Outcome: Write sentences using correct punctuation. \ Apply spelling rules and conventions when writing.

Write simple structured paragraph that contain a topic sentence and supporting details.

Part 4: (inference question) Read and write your answer below

Salama's Celebration

Salama had always valued her special relationship with her close-knit family. However, in recent years, her teaching job had become much more demanding and changed this. I'm always looking after other people's children, she thought. I hardly have time to do anything for my own family! So, in order to bring her family closer, Salama decided to plan a traditional celebration. She rang her mother, Fatima, to invite her, "We don't see you enough. You're always working!" said Fatima. "How about



inviting more of the family? I know your eldest brother and grandparents would love to see you." As she thought about her brothers, she started to feel sad. She thought about how they were all living in another country when they grew up. Her twin brother, Salim, had stayed in Kuwait when the rest of the family moved to the UAE. Over time, they lost touch. "Do you hear much from Salim?" Salama asked her mother hopefully. "No," Fatima replied. "He is so busy with his job, all his many friends and his children that we rarely speak to him." Fatima saw how sad Salama looked after the conversation, so she started to come up with a plan. Soon, most of the family were talking about the event. On the day of the celebration, Salama's home was full of activity. The smell of traditional dishes filled the air, which stirred memories of her childhood with her brothers. Salama remembered helping her mother in the kitchen with Salim. It was a little hard, and a bit messy, but still such fun! she thought. Her happiness turned to sadness as she remembered that her twin would not be there to share the delicious food they had prepared that day. As the sun was setting that evening, the family came together. The occasion was a moment of relaxation for them all, and they all took the chance to tell stories of their culture and customs. Salama found them so enjoyable that she didn't want the night to end. However, Fatima seemed anxious. She had spent the whole evening watching the window. The delivery of a beautiful cake cheered her up, but only for a moment. She was looking outside



again when, suddenly, there was another knock at the door. "Who could that be?" asked Salama with surprise, while Fatima smiled with happiness.

-Why is the writer happy at the end of the story?

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-What makes this the most accurate inference based on the story?

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Good luck!